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**TUTORING AS THE PEDAGOGICAL TECHNOLOGY FOR THE DEVELOPMENT
OF RESEARCH SKILLS IN LANGUAGE STUDENTS**

Dr. Marina Georgiyevna Sergeeva

Federal State Institution “Research Institute of the Federal Penitentiary Service of Russia”, Russia
ORCID ID: 0000-0001-8365-6088
sergeeva198262@mail.ru

Ph. D. (C) Iana Viktorovna Poliakova

Ministry of Education and Science, Ukraine
ORCID ID: 0000-0003-4108-6691
y_polyakova@rambler.ru

Ph. D. Marina Georgievna Petrova

Peoples’ Friendship University of Russia (RUDN University), Russia
ORCID ID: 0000-0002-9147-6199
petrova-mg@rudn.ru

Drdo. Anastasiya Sergeevna Martynova

Peoples’ Friendship University of Russia (RUDN University), Russia
ORCID ID: 0000-0001-5053-2580
mar-nastyukha@yandex.ru

Lic. Gao Jiuyan

Peoples’ Friendship University of Russia (RUDN University), Russia
ORCID ID: 0000-0002-0271-6147
v79651971555@yandex.ru

Drdo. Yi Anran

Peoples’ Friendship University of Russia (RUDN University), Russia
ORCID ID: 0000-0001-8990-4898
1042198025@pfur.ru

Drdo. Selvitella Antonella

Peoples’ Friendship University of Russia (RUDN University), Russia
ORCID ID: 0000-0001-7270-9113
selvitellaantonella08@gmail.com

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Abstract

Traditional approaches to teaching and learning do not meet the modern requirements for the pedagogical process and professional competencies of a teacher. New methods and forms of training are being developed, which are regarded as a compulsory component of education, endowing it with specific features. Such a situation necessitated the emergence of the broad concept “pedagogical technology”, which came into wide use at the turn of the millennium. A broad scope of interpretations indicates the lack of integration of this concept into modern scientific usage, despite the significant demand for the corresponding notion in the theory of education. It is in this context that the term “technology” and the complex terms derived from it (“teaching technologies”, “pedagogical technologies”, etc.) began to be actively used in theoretical literature in a variety of

Tutoring as the pedagogical technology for the development of research skills in language students pág. 250

combinations, depending on the perception of the structure and components of the educational process by a particular author. Despite the fact that the tutor's profession is relatively new to Russian education, the demand for the services of such specialists is growing steadily. The modernized educational environment requires a new type of professional, capable to help the students to plan their own educational program. Tutoring support for the development of students' research skills meets the needs of the target audience and the requirements for the individualization of higher education.

Keywords

Pedagogical technology – Tutoring – Development of research skills – Competitive professional

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Introduction

The founder of technological pedagogy in Russia is traditionally considered the outstanding Russian teacher Anton Makarenko (1888-1939), in whose writings we come across the concept of “pedagogical technique”. Nevertheless, the wide use of pedagogical technologies began in a later period, in the late 1950-60s, in connection with the modernization of Western school education - American, and subsequently European. In the last third of the 20th century, the evolution of teaching technologies went through several stages:

- increased attention of the academic community to the concept of “teaching technology” and development of systematic approach to means, methods and forms of training, taking into account their interaction (1975-90 V.P. Bespalko, Yu.K. Babansky, V.M. Klarin etc.);
- development of technologies aimed at systematizing the knowledge provided (1965-80 S.I. Arkhangelsky, P.Ya. Halperin, P.I. Pidkasisty);
- development of technologies aimed at the intensification of thinking (1970-85 I.Ya. Lerner, A.M. Matyushkin, M.I. Makhmutov);
- development of activity-based approach to training and education (1975-90 A.A. Verbitsky, N.G. Pechenyuk, L.G. Semushina);
- development of technologies aimed at motivating students to learning independence and creativity (V.F. Vyatyshev, T.V. Kudryavtsev, A.A. Sysoev, etc.)¹.

An increase in the level of technological effectiveness of the educational process in Russia and abroad is due to an active search for pedagogical concepts and methods, contributing to the transformation of education into a kind of “production and technological process with a guaranteed result”. The essence of the educational reforms gives a clear idea of the trends in modern Russian society: the complication of all aspects of human activity through the increasing role of the intellectual component, rapid obsolescence of information, the need for immediate adaptation to transforming labor market requirements, and continuous professional development. Society needs professionals capable of doing research not only in the field of science, but also in almost any other field. This determines the importance of students’ research work, which is a key activity for university graduates. The development of research skills, in turn, is required to obtain acceptable interdisciplinary results within the framework of the main educational program. There is a need for a new type of teacher, capable of conducting own research and creating the conditions for the implementation of similar activities of students². In most cases, the duties of the teacher include functions such as acquainting students with the history of the discipline being taught and the development of basic research skills, involving the meaningful and systematic use of scientific thinking for the implementation of educational tasks.

Research skills are the basis of educational activities and further research work.

¹ M. G. Sergeeva; S. V. Gubarkov; K. Yu. Zhigalov; I. I. Kurmaeva y A.V. Tolmachev, “Quality management of services of the higher education”, Ponte, Vol: 74 num 1 (2018): 34-47.

² S. Neverkovich; I. Bubnova; N. Kosarenko; R. Sakhieva; Zh. Sizova; V. Zakharova y M. Sergeeva, “Students’ internet addiction: study and prevention”, Eurasia Journal of Mathematics, Science and Technology Education, Vol: 14 num 4 (2018): 1483-1495.

Literature review

Tutoring as a phenomenon of open education system is the subject of research by many foreign and Russian scientists (E. Gordon, A. Ryan, L.V. Bendova, G.M. Bespalova, M.S. Britkevich, I.B. Vorozhtsova, N.Yu. Gracheva, E.B. Kolosova and others). The works of S.V. Dudchik, T.M. Kovaleva, V.A. Adolf, N.V. Pilipchevskaya, N.V. Rybalkina, P.G. Shchedrovitsky, B.D. Elkonin investigate the basics, forms and methods of tutoring³.

Recently, many educators have attempted to develop a model of tutorial support. N.V. Rybalkina developed a tutoring model to follow an individual educational trajectory. E.A. Alexandrova investigated the impact of tutoring on the development of gifted children. E.B. Kolosova considered tutor support in the system of additional education. E. S. Komrakov, N.I. Gorodetskaya and S. A. Shchennikov offered the basics of tutorial support for distance postgraduate education. L.M. Gedgafova performed a comparative analysis of tutoring in the UK, USA and Russia⁴.

Nevertheless, in research works on tutorial support of the educational research process, the theoretical aspects of tutoring aimed at the development of the research skills of language students are not sufficiently reflected. Theoretical and empirical studies could be considered as scientific preconditions that contribute to solving this problem⁵.

The first group of preconditions includes the structural and essential characteristics of research skills and the process of their development (V.I. Andreev, G.F. Mukhamadiyarova, O.S. Terekhina, V.P. Budarkevich, etc.). The second group of preconditions is represented by the skills and their classifications with a designation of the leading activity in the formation of research skills (N.A. Semenova, E.A. Firsova, etc.), concepts of the formation of various skill groups (P.V. Seredenko, A.G. Yamshchikova, E.R. Vazhnova, etc.), didactic tools in the skills development (Yu.A. Komarova, R.M. Abdulov, E.V. Pozdnyakova and others). The third group of preconditions includes the skills development, taking into account the characteristics of creative and research activities (V.I. Zagvyazinsky, I.Ya. Lerner, V.S. Lazarev, T.I. Shamova, etc.), specificity and features of scientific research (O.G. Prokazova, E.Yu. Kravtsova, O.A. Valeeva and others). The fourth group of preconditions included individual characteristics of high school students: thinking, including the development of creative thinking (P.Ya. Halperin, N.I. Chernetskaya, I.A. Verchenko, etc.), age-related characteristics (E .V. Lesteva, A.V. Mudrik, Yu.V. Zheleznyakova, N.S. Leites and others), development of mental operations (E.G. Revina, N.E. Lobanova, etc.), personality development psychology (A.N. Leontiev, A.V. Karpov, V.V. Ponomareva, I.S. Kon and others)⁶.

³ M. Sergeeva; A. Shumeyko; A. Serebrennikova; A. Denisov; N. Bondarenko y E. Getmanova, "Innovative pedagogical experience in practice of modern education modernization", *Modern Journal of Language Teaching Methods*, num 8 Vol: 11 (2018): 814-823.

⁴ S. Blinova; T. Dugina y A. Zabolotskikh, Teaching mixed nationality groups (on the example of students from the Northern Caucasus region). *INTED2018: Proceedings of the 12th International Technology, Education and Development Conference*. Valencia, Spain. 2018. 7977-7982

⁵ V. Utemov; R. Khusainova; M. Sergeeva y V. Shestak, "Full Packaged Learning Solutions for Studying Mathematics at School", *Eurasia Journal of Mathematics, Science and Technology Education*, Vol: 14 num 12 (2018).

⁶ S. Sharonova; N. Trubnikova y N. Sokolova, "Interpreting religious symbols as basic component of social value formation", *European Journal of Science and Theology*, Vol: 14 num 3 (2018): 117-129.

Proposed methodology

At this stage in the development of national education in Russia, the word “tutor” is understood differently. The existing interpretations reflect the methodological, consulting, organizational functions, the role of a tutor in the interaction with university students and secondary vocational educational institutions, specialists taking advanced training courses, students of secondary schools to implement an individualized strategy of personal and professional improvement and self-improvement. In the pedagogical dictionaries the following interpretations are given⁷:

1. A tutor (from the English noun *tutor* curator, mentor at an educational institution) is an educational employee whose duties include general management of the independent activities of schoolchildren and students outside the classroom; teaching position at some universities. Tutoring is common in those institutions where special attention is paid to work in accordance with individual plans, as well as to the search and use of the necessary information without the help of a teacher.

2. Tutor is a position involving the fulfillment of the duties of the class teacher and some additional ones related to creating comfortable conditions for all students in order to find out their real needs and capabilities through special testing, the results of which are taken into account when preparing for the career choice.

3. Tutor (from the English verb *to tutor* to teach, supervise, patronize, conduct private lessons, to teach or guide usually individually in a special subject or for a particular purpose) is a person who occupies a major place in distance learning, affecting the point of view of other people. In this case, tutoring is aimed primarily at training graduates who improve their skills in distance education.

4. Tutor (from the Latin noun *tutor* guardian, advocate) is a teacher who advises a student, or a teacher who supports the student in building individual learning trajectory, guides the educational process in accordance with a specific program in the educational and methodological aspects.

5. Tutor (English noun *tutor* mentor, tutor) or academic tutor, is a person who provides assistance or tutelage to one or more people on certain subject areas or skills, a teacher at a university or college to help students organize their studies in the most effective way.

Taking into account all the above interpretations, it can be argued that tutoring is a special kind of pedagogical support, ensuring the process of disclosing the individuality of a student in the context of open education⁸.

⁷ E. Dolzhich y S. Dmitrichenkova, Computer science terminology (a case study of the Spanish language). INTED2018: Proceedings of the 12th International Technology, Education and Development Conference. Valencia, Spain. 2018. 2556-2559

⁸ J. Bírová; P. Kružlík; A. Kalimullin; N. Sokolova; Z. Haroun; R. Králik y D. Vasbieva, “Mathematical and Statistical Bibliometric Indicators for Scholars in the Field of Romance Languages and Linguistics”, *Eurasia: Journal of Mathematics, Science and Technology Education*, Vol: 14 num 12 (2018).

Currently, there is a rapid increase in the number of tutors. New, more advanced managerial and pedagogical mechanisms of tutoring are being described in the works of O. I. Genisaretsky, I. D. Proskurovskaya, P. G. Shchedrovitsky, V. A. Adolf, N. V. Pilipchevskaya and other contemporary Russian educators. Based on the positional self-identification and the potential of tutorial support for the innovative activities of teachers in the framework of continuing professional education, these mechanisms could lead to very high results⁹.

As practice shows, in the life of any person, there are times when he/she needs a professional support to solve a wide scope of tasks: choosing a career, life path, activity scenario for the near future, overcoming specific problems, etc. To support, according to L.V. Bayborodova¹⁰ means to follow along with someone else as a companion or escort. Various actions related to the individual support are performed by psychologists, social counsellors, psychotherapists, mentors and representatives of some other professions. Tutors occupy a special position among them.

Tutoring is aimed at identifying and meeting the needs of tutee (a person who is being tutored). N.V. Pilipchevskaya believes that a tutor forms the most diverse educational space, replete with offers that can interest a schoolchild or student, advises the student, proposing and discussing various options for self-presentation and self-improvement¹¹.

Prof. L.G. Semushina identifies three levels of pedagogical technology¹²:

1) General educational level in which this technology reflects the educational process in the region, city or educational institution in question. In this case, the concepts of “pedagogical technology” and “pedagogical system” are interchangeable, representing a fairly stable set of goals, objectives, methods, means, forms, substantive aspects of training, as well as the mechanism of activities carried out by participants in the learning process (students, teachers, administration);

2) The subject level in which pedagogical technology is perceived as a specific methodology, that is, a system of means and methods designed to adequately represent the educational content of a particular discipline or for a students' group (teaching and learning methods, extracurricular activities, special educational needs, etc.);

⁹ M. G. Sergeeva; N. G. Bondarenko; T. A. Shebzuhova; B. A. Solovyov; D. V. Parinov; L. A. Shvedov y A. P. “Ovchinnikov. Verification of management-support of professional and educational trajectory of students in the socio-cultural educational environment of the university” Amazonia Investiga num 8 Vol: 18 (2019): 5-14.

¹⁰ P. Gorev; N. Telegina; L. Karavanova y S. Feshina, “Puzzles as a didactic tool for development of mathematical abilities of junior schoolchildren in basic and additional mathematical education”, Eurasia: Journal of Mathematics, Science and Technology Education, Vol: 14 num 10 (2018): 178-185.

¹¹ S. Wang; N. Gorbunova; A. Masalimova; J. Bírová y M. Sergeeva, “Formation of academic mobility of future foreign language teachers by means of media education technologies”, Eurasia Journal of Mathematics, Science and Technology Education, Vol: 14 num 3 (2018): 959-976.

¹² M. G. Sergeeva; V. Yu. Flyagina; I. V. Taranenko; E. V. Krasnova y A. V. Vilkova, “The interaction of labour market and educational services market considering social partnership mechanism and specificity of regional educational policy”, Ponte, Vol: 73 num 12 (2017): 2.

3) The modular level, within the framework of which attention is paid to the individual components of the educational process: technologies for conducting a training session, acquisition of new information, revision of the material passed, assessment of the formed skills and abilities, etc.

Technology, in contrast to the methodology, is characterized by reproducibility and stability of the demonstrated results, the absence of a large number of restrictive conditions (pedagogical talent, giftedness and special motivation of students, support from parents, etc.)¹³. Often, a technology integrates several techniques and individual methods.

Result analysis

Tutoring support for the formation of students' research skills is a coordinated interaction between a tutor and a tutee, providing efficient going through a jointly developed individual educational trajectory, which corresponds to the goals and aspirations of the tutee, expressed in self-determination and self-realization of a student during university training¹⁴.

In the process of the study, we identified the stages of tutorial support for student research activities (Table 1).

Stages	Tutor	Tutee
Diagnostic	Creating an individual plan of interaction with the student; determination of the level of knowledge and degree of training of a tutee; establishing the cognitive needs of the student	Special tests aimed at identifying and clarifying cognitive needs; determination of the general orientation of personality (natural sciences or humanitarian vector)
Planning	Assistance in choosing personal development scenario; planning of an individual educational route	Compilation of a list of cognitive needs; planning the stages of individual development; creating own educational program; highlighting the main topics of future activities for inclusion in the appropriate portfolio
Implementation	Creating conditions to fulfill an individual plan for self-improvement and mastering of a personal educational program; involving a student in research and competitive activity; creating conditions for the student's experimental activity, providing with special theoretical	Promotion within the educational program through visits to regular and additional classes, interest groups, personal classes with a tutor, independent mastering of educational material; research activities; development of the portfolio created in the framework of the previous stage, structuring the collected information;

¹³ Y. Volkova y N. Panchenko, "Discourse variation of the concepts of destructive emotions. Vestnik Rossiiskogo Universiteta Druzhby Narodov", Russian journal of linguistics, Vol: 22 num 1 (2018): 175-194.

¹⁴ M. G. Sergeeva; T. M. Stepanyan; A. A. Spector; M. S. Komov; N. A. Latysheva; I. V. Okhotnikov y L. A. Shvedov, "Formation of economic competence of the head of the educational organization in terms of professional development", Revista San Gregorio, 30 Special edition (2019): 6-13.

	and methodological guidance; establishing feedback, fostering the adequate self-esteem and critical attitude to the results of their work; conducting classes on personal and professional development	participation in competitive activities related to the demonstration of creative and mental potential
Analysis and reflection	Monitoring the progress of a tutee and development of the required research competencies; smoothing out the problems and difficulties associated with the dominant role of self-education and self-development; constant control over the process of movement along the chosen educational path; establishing feedback, fostering the correct self-esteem and critical attitude to the results of work; expanding and strengthening partnerships with other educational institutions, both in regular and in remote formats (via the Internet)	Analysis, self-assessment and reflection on the activities undertaken; making the necessary changes; creating a portfolio of results, implementing feedback
Summarizing	Comprehensive use of all existing structures aimed at assisting the student in a motivated professional choice, in building and implementing a further scenario of self-training and self-improvement	Finalization of the presentation portfolio; presentation of the results achieved; formulation of the tasks of the next stage of the educational program; career choice; preparation for passing entrance exams at a higher educational institution

Table 1
The content of the work at the stages of tutoring

Motivation for learning is determined by the content of education and the individual characteristics of students, revealed through the structural components of the personality¹⁵: intellectual, activity orientated, emotionally reflective, motivational and volitional. We adapted the criteria and functions corresponding to these components as applied to students of a language university (table 2).

structural components of the personality	Functions	Criteria
intellectual	Realization of opportunities for the development of the student's personality in educational and cognitive work through a comprehensive study of the basics of scientific knowledge and practical results.	Development of the initiative and improvement of the ability to know the surrounding reality, increasing the effectiveness of thinking methods of a general logical nature

¹⁵ M. Sergeeva; N. Bondarenko; T. Shebzuhova; A. Vartumyan y S. Lesnikova, "Scientific substantiation of the conception of continuous economic education development", Turkish online journal of design art and communication (TOJDAC), num 8 (2018): 178–185.

activity orientated	Planning, including upcoming professional career.	The acquisition of skills and abilities to use theoretical information for the implementation of applied tasks (including experimental)
emotionally reflective	Gaining experience related to the assessment of the process and the result of activities; building and improving the skills of mutual monitoring, self-control and error correction. Analysis of the real prospects of personal development, professional potential.	Deepening and complicating world views, the formation of a scientific worldview. Improving student 's self-esteem in the framework of educational activities
motivational	The formation of a comfortable educational environment conducive to personal development of students. Promoting awareness of the role of science in the material, technical and especially spiritual development of human society as a whole and the life of each individual.	Satisfying and enriching the student's cognitive needs according to individual opportunities and needs of a more general nature
volitional	Building successful cooperation with other participants in the educational process. Gaining experience in overcoming difficulties in situations of educational and social value	Improving the skills of organizing one's own activities within the framework of studies, intellectual and moral self-improvement

Table 2
Functions and criteria of structural components of personality

Conclusions

Foreign and Russian experience allows us to argue that tutoring is one of the most productive ways to implement pedagogical support. Tutoring is the most important component of the individualization process in the context of open education, existing in harmonious interaction with other components related to pedagogy, philosophy, ethics, psychology, sociology. By tutoring in the framework of self-education, we mean a form of pedagogical support in which the tutor helps a tutee realize and analyze educational needs. Tutoring should be positioned as an educational ideology, which is based on the ideals of humanistic philosophy, the principle of pedagogical support and pedagogy of cooperation.

In modern reality, where moral standards are often blurred, dysfunctional or completely absent, the profession of a tutor becomes the most relevant. The purpose of tutoring is to support the transformation of a student or schoolchild into a subject of activity through the use of an individual educational program.

The position of tutor is a special professional position, reflecting the teacher's perception of his/her activity as an undoubted positive value that has a deep meaning. Such an attitude to professional activities is represented in the ability to organize tutorial activities. It is formed under the influence of many factors, which primarily include the purposefully formed conditions for the tutorial position and serves as an indicator of the level of pedagogical skill.

Tutoring is aimed at the continuous support of planning and implementation of an individual educational program by each student.

Modern Russian education urgently needs competent specialists in the field of tutoring, obliged to determine the personal educational needs of each student, to implement organizational and other assistance in planning and implementing individual educational programs, projects and trajectories. This makes the task of providing special training for professional tutors highly urgent, which would create the necessary conditions for enriching and modernizing the traditional pedagogical functions, matching them with the educational needs of society and state demand.

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